

Critical Work Place Skills (CWS) Comparison

	Districts	09 CWS ADM	10 CWS ADM	WPU (\$1,997)	Column 6	No CWS	Diff
1	Alpine	7.635	15.012	\$29,979	\$5,301,121	\$5,299,626	-\$1,495
2	Beaver			0	282,308	283,831	1,523
3	Box Elder	0.113		0	987,050	992,372	5,322
4	Cache	2.155	0.994	1,985	1,396,476	1,402,012	5,536
5	Carbon	7.801		0	404,494	406,674	2,180
6	Daggett			0	98,655	99,186	531
7	Davis	30.748	26.674	53,268	5,647,550	5,624,568	-22,982
8	Duchesne	1.121	3.95	7,888	408,645	402,937	-5,708
9	Emery	4.412	4.516	9,018	249,868	242,171	-7,697
10	Garfield			0	266,431	267,866	1,435
11	Grand			0	206,925	208,039	1,114
12	Granite			0	5,736,278	5,767,195	30,917
13	Iron	3.704	1.808	3,611	738,988	739,352	364
14	Jordan	6.636	3.623	7,235	4,061,574	4,070,199	8,625
15	Juab			0	270,436	271,894	1,458
16	Kane			0	270,582	272,041	1,459
17	Millard	4.52	2.016	4,026	408,387	406,550	-1,837
18	Morgan			0	252,737	254,097	1,360
19	Nebo	11.771	15.858	31,668	2,657,039	2,639,600	-17,439
20	No Sanpete			0	465,293	467,800	2,507
21	No Summit			0	167,345	168,247	902
22	Park City			0	212,986	214,133	1,147
23	Piute			0	128,520	129,213	693
24	Rich			0	68,298	68,667	369
25	San Juan			0	510,741	513,496	2,755
26	Sevier	2.312	5.921	11,824	568,685	559,892	-8,793
27	South Sanpete			0	354,273	356,183	1,910
28	So Summit	1.963		0	262,761	264,179	1,418
29	Tintic			0	90,229	90,713	484
30	Tooele			0	1,513,400	1,521,556	8,156
31	Uintah	1.592	1.021	2,039	495,062	495,686	624
32	Wasatch	0.828	2.307	4,607	590,303	589,404	-899
33	Washington	1.773	1.848	3,690	2,381,674	2,390,809	9,135
34	Wayne	0.237	0.987	1,971	154,751	153,610	-1,141
35	Weber		21.189	42,314	3,631,253	3,608,388	-22,865
36	Salt Lake	2.793	5.886	11,754	2,194,653	2,194,692	39
37	Ogden	1.247		0	1,101,686	1,107,623	5,937
38	Provo	5.028	10.144	20,258	1,645,247	1,633,800	-11,447
39	Logan	0.635	0.302	603	342,682	343,924	1,242
40	Murray	1.223	1.098	2,193	830,537	832,815	2,278
42	Canyon	10.249	10.659	21,286	2,892,025	2,886,263	-5,762
	Charters						6,645
					50,247,948	50,241,303	0

The following CIP Code changes are proposed for FY 12 beginning July 1, 2011
 Highlight = Concurrent also

Add (All Level 01 Funded Courses):

AG	03.0113	30-03-00-00-003	Natural Resource Science I – Semester A	Nat Res Science
AG	03.0115	30-03-00-00-005	Natural Resource Science I – Semester B	Nat Res Science
AG	02.0221	30-02-00-13-070	Equine Science, Conc.Enroll	Animal Science

STS	47.0623		Basic Auto Collision	Auto Collision
-----	---------	--	----------------------	----------------

TE	21.0113	38-01-00-00-120	Intro to Engineering, 9	Pre-Engineering
TE	21.0117	38-01-00-00-130	Automation & Robotics, 10-12	Pre-Engineering
TE	15.0614	38-01-00-00-170	Introduction to Biomanufacturing, 10-12	Pre-Engineering

Delete:

WBL	32.0199	41-00-0000-040	Exploratory Work-Based Learning	N/A
WBL	49.0401	41-00-0000-010	Basic Apprenticeship Related	N/A

Change:

AG	48.0510	40-10-00-00-112	Welding Technician – Advanced Level Change to Welding Technician – Intermediate Level	Welding
AG	48.0512	40-10-00-00-114	Welding Technician – Expert Level Change to Welding Technician – Advanced Level	Welding
BE	52.0461	32-02-00-00-360	Word Processing Basics, 9-12 Change to grades 8-12	All Business
TE	21.0110	38-01-00-00-070	Intro to Manufacturing Technology 8-10 Change to grades 9-10	None
TE	21.0114	38-01-00-00-075	Pre-Engineering Technology, 10-12 Change to grades 9-12	Pre-Engineering
TE	21.0116	38-01-00-00-073	Materials and Processes, 9-12 Change to grades 10-12	Pre-Engineering
TE	21.0120	38-01-00-00-033	Intro to Engineering Design-PLTW, 9-11 Change Grades to 9-12	Project Lead the Way
TE	21.0122	38-01-00-00-078	Principles of Engineering-PLTW, 9-11 Change Grades to 9-12	Project Lead the Way
TE	21.0121	38-01-00-00-008	Digital Electronics-PLTW, 9-11 Change Grades to 9-12	Project Lead the Way

Secondary Career and Technical Education 2010-11

CHALLENGES

Budgets

Increased graduation requirements reduces CTE opportunities

Focus on 4 year and advanced degrees

Lack of understanding of CTE

Gap between workforce needs and education and training

GOALS

Goal 1: Communication and Support

- Develop and execute communication strategies with legislators, business and industry, parents, students, educators, State Board of Education and local school boards
- Continue to work with the System of Higher Education and UCAT to strengthen CTE
- Expand the UtahCTE.org web site and promote usage
- Promote the UtahFutures web resources
- Work to restore CTE state set-a-side funding and secure add-on funding

Goal 2: Pathways

- Support the national 10 elements of a Program of Study/Pathway
- Strengthen and maintain articulation between high school and post-secondary programs, including concurrent enrollment opportunities
- Continue to implement Pathways utilizing awareness and staff development activities with greater focus on post-secondary participation
- Strengthen SEOP and promote Pathways through school counselors
- Support goals of student transition from secondary to post-secondary education

Goal 3: Workforce Alignment

- Work on K-16 Alliance Workforce Committee initiative -Workforce 2020
- Align CTE programs to meet workforce needs
- Create courses and programs to meet emerging workforce needs
- Work with workforce development and economic development initiatives

Goal 4: Support State Board's "Promises to Keep" Initiative

- **Goal 4a: Numeracy and Literacy**
 - Implement "Math in CTE" program
 - Integrate reading in CTE curriculum
 - Implement staff development activities
- **Goal 4b: High Quality Instruction** (*engaging, focused, explicit, assessed, adapted*)
 - Staff development focus on elements of high quality instruction
 - Summer conference activities
 - Provide new teacher support
 - Provide comprehensive counseling and guidance interventions
- **Goal 4c: Rigor and Relevant Curriculum**
 - Maintain relevant and rigorous CTE curriculum through systematic revision of standards
 - Utilize input of business and industry to maintain rigor and relevance
 - Continue to implement CTE Pathways
 - Implement "Math in CTE" program
 - Pursue additional courses to count as math, science, and Language Arts requirements
 - Implement new, relevant CTE courses
- **Goal 4d: Accountability**
 - Improve CTE Skill Certification exams
 - Provide accountability through the CTE program approval process
 - Meet Perkins provisions
 - Utilize comprehensive counseling and guidance data

August 18, 2010

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Draft Statement on College and Career Readiness—Discussion Item

Background

In the April Board of Regents meeting, a draft statement on College and Career Readiness was discussed. The Commissioner recommended the Programs Committee discuss the draft statement and gather input from other stakeholders such as K-12 Public Education, Institutional Presidents and CAOs, and the K-16 Alliance.

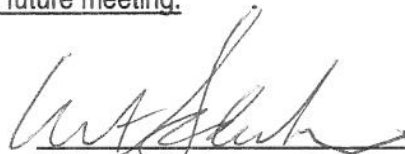
Defining College and Career Readiness is an ongoing process, but there seems to a national consensus forming, which the changing economy will require all students to have some postsecondary education and training as a prerequisite to success. The National Governors Association has adopted the following Definition:

A college-and career-ready student is an individual that is ready to succeed in entry-level, credit bearing and academic college courses and in workforce training programs. College refers to two and four -year postsecondary schools. Workforce training programs pertain to careers that offer competitive, livable salaries above the poverty line; offer opportunities for career advancement; and are in a growing or sustainable industry. (National Governors Association, "Common Core State Standards Initiative", 2009.)

Although there is more than one path to become College and Career Ready, the attached draft statement is an attempt to communicate a clear expectation to students in Utah as they prepare for college and careers.

Commissioner's Recommendation

The Commissioner recommends the Regents discuss the attached draft and give input in preparation for a final draft which will be recommended for approval at a future meeting.


William A. Sederburg, Commissioner

WAS/GW
Attachment

College and Career Readiness Recommendations for Middle and High School Students Utah State Board of Regents July 2010

The Utah State Board of Regents believes that all students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens in our democracy, and thrive in a particularly competitive and global marketplace. The following are the Regents' recommendations for students to be college and career ready.

To Be Ready for College and Career, Students Should...

Build an Academic Foundation by:

- Taking challenging classes in high school to develop an understanding of different subjects and a solid academic preparation for college-level courses.
- Taking Advanced Placement (AP), International Baccalaureate (IB), or concurrent enrollment classes that lead to college credit and provide direct experience in college-level studies. Students should carefully select concurrent enrollment classes that apply to general education, a certificate, or a degree that fits their educational plans.

Evaluate Progress by:

- Taking the ACT in the junior year and matching or exceeding the ACT readiness standards (for Fall 2010: English-18, Math-22, Reading-21, Science-24).

Develop Intellectual Capacity by:

- Selecting courses in high school that challenge the intellect and develop critical thinking, analysis, and problem solving strategies.
- Establishing academic behaviors in time management and study habits consistent with the greater amount of independent work required in college.
- Doing the very best academic work possible in every class taken from middle school through the senior year of high school.

If Benchmarks Are Not Met, Take Corrective Action Immediately by:

- Taking the Accuplacer placement test to gauge areas of strength and weakness and formulating a plan for reaching the benchmarks.

	Current High School Graduation Requirements	Suggested Courses in High School for College and Career Preparedness
English/Language Arts	4.0 credits	4 years
Mathematics	3.0 credits 1.0 credit Algebra I 1.0 credit Geometry 1.0 credit Advanced, applied or supplemental Mathematics	4 years At least one year beyond Algebra II, and at least one credit in the senior year
Science	3.0 credits 2.0 credits from the four science foundation areas: Earth Systems, Biological Science, Chemistry, or Physics 1.0 credit from the foundation courses or the applied or advanced science core list	3 years/credits for college/career readiness 4 year/credits for Science, Technology, Engineering, Math (STEM) preparation
Social Studies	2.5 credits 1.0 credit U.S. History 0.5 credit Geography 0.5 credit World Civilization 0.5 credit U.S. Government and Citizenship	3 years
Directed Coursework	3.5 credits 1.5 credits Fine Arts 1.0 credit Career and Technology Education 0.5 credit Computer Tech 0.5 General Financial Literacy	2 years Fine Arts 1 year Career and Technology Education (CTE)
Physical Education Health	2.0 credits	H. S. credits and/or co-curricular activities with a health focus 2 years
World Language (non-native)	No high School Requirement	
Required Electives	6.0 credits	Rigorous courses through the senior year.

Utah Comprehensive Counseling and Guidance: K-12 Programs



Deadlines:

Certify to USOE the FTE of licensed school counselor – **October 1**

Review counselor directory and return – **November 1**

Plan to meet Counselor to Student Ratio – **May 1**

Program Self-evaluation – open April 1 to **May 1**

Electronic Copy of Performance Reviews – **May 1**

Electronic Report of Interim Reviews per district – **May 1**

RFP – **May 1**

New Schools Letter of Intent – open March 1 to **May 1**

Electronic Copy of Data Projects(2) – **June 15**

Sign up for district Performance Review (one school per district):

Preferred dates of Thursday or Friday

Website: Updates for your use will be in place by September 30

Basic Training

Tuesday, September 28, 2010 – Murray High School, Murray (50)

Wednesday, October 13, 2010 – Weber School District Office, Ogden (60)

Tuesday, November 30, 2010 – Canyons District Administration Bldg, Auditorium (50)

Tuesday, December 7, 2010 – Washington District Office, Saint George (40) OR

Tuesday, December 7, 2010 – Nebo Learning, Springville (40)

Thursday, December 9, 2010 – Canyons District Administration Bldg, Auditorium (50)

Wednesday, April 6, 2011 – Alpine Professional Development Center, American Fork (50)

AI/AN Endorsement Training (area 3 – level one)

December 14, 2010 – Canyons Administration Bldg, Auditorium

AI/AN Endorsement Training (full level one endorsement)

June 13 and 14, 2010 – TBA

Winter Conference,

February 4, 2011 – Salt Lake Community College, Redwood Campus

Summer Conference, -

Wednesday June 15 – Murray High School

Thursday June 16 – Murray High School